

Childminder Report

Inspection date

30 January 2017

Previous inspection date

11 November 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The childminder makes effective use of self-evaluation to help monitor her practice and the environment. For example, she uses puppets and interesting toys to capture and excite children's interest and enjoyment in books and extend their vocabulary.
- Children make good progress. The childminder observes children to assess their development. Parents provide information when a significant milestone is achieved at home. This helps the childminder to plan effectively for the next steps in children's learning.
- Children are happy, content and emotionally very secure. They cuddle, laugh and share positive relationships with the childminder and each other. Children have good manners and say 'please' and 'thank you'.
- The childminder has good links with other settings that children attend and local schools. She shares information with them, which helps to provide continuity in children's care and learning and prepare them for their move to nursery or to school.

It is not yet outstanding because:

- The childminder does not make the most of all opportunities to extend her existing skills and knowledge even further to help raise outcomes for children.
- Children are not consistently able to learn about different technology around them and its uses.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- build further on opportunities to extend skills and knowledge to raise outcomes for children
- develop the range of experiences for children to learn more about technology around them and its uses.

Inspection activities

- The inspector discussed the childminder's approach to self-evaluation and looked at a wide range of documentation, including children's records and the childminder's certificates.
- The inspector took account of parents' and children's written views.
- The inspector observed and assessed the quality of teaching and learning.
- The inspector held discussions with the childminder in relation to observations of children's play, learning and progress.
- The inspector toured the setting.

Inspector

Heather Rushton

Inspection findings

Effectiveness of the leadership and management is good

The childminder has made good progress since the last inspection. For example, she has attended training to ensure she is up to date with latest safeguarding guidance and legislation. The childminder knows the signs and symptoms that may indicate a child's safety and welfare are at risk. Safeguarding is effective. The childminder has a good knowledge of children's development, which she uses to help her to select appropriate toys and interesting activities to motivate and engage children. For example, together they have designed, planned and built a fairy garden.

Quality of teaching, learning and assessment is good

The childminder uses her assessments of children's progress to help plan interesting and appropriate activities that develop children's sense of wonder and curiosity. For example, children painted a large picture on paper laid out on the dining room floor. They explored colour and used sponges shaped as butterflies and horses, glitter and a range of tools, including rollers and brushes. Children develop good literacy skills. They enjoy using puppets to bring stories to life, such as one about a duckling that explores a farmyard. Children learn how to handle books properly, including turning pages and pressing buttons to make sounds. The childminder talks to the children constantly and encourages them to repeat phrases and sentences to help expand their vocabulary.

Personal development, behaviour and welfare are good

Children are very happy and confident with the childminder. They settle quickly and enjoy her reassurance and comfort. This helps them to develop their emotional well-being. The childminder knows the children well. Children select their own bowls to eat their food from, and the childminder encourages them to help themselves to drinks of milk or water. Children behave very well and enjoy taking part in new experiences. For example, they play with natural materials in a basket. They shake bottles filled with different dried foods to explore sounds, and they laugh when the noise surprises them. Children develop their physical skills well. They walk and negotiate toys carefully. Children enjoy playing on ride-on toys and carefully steer themselves close to other toys they include in their journey.

Outcomes for children are good

Children make good progress in relation to their starting points. They learn good communication skills. Children enjoy books, and they feed dolls their lunch that they have helped to make in the role-play kitchen. Children learn to count in their play, for example, by dropping balls down a helter-skelter. They develop a good range of skills that prepare them for the next stage in their learning and school, such as making marks with crayons, chalks and pens.

Setting details

Unique reference number	110719
Local authority	Hampshire
Inspection number	1057413
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	3
Name of registered person	
Date of previous inspection	11 November 2015
Telephone number	

The childminder registered in 1998. She lives in Chandlers Ford in Hampshire. The childminder holds an early years qualification and provides care from Monday to Friday, from 7.15am to 6pm, for most of the year.

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